

**UNIVERSITY**

**OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:**Shane Hathaway **Lesson #: 1 Facet:** Explanation  
**Grade Level:9-12 Numbers of Days:** 4-5  
**Topic:**Revolutionary Era  
  
**PART I:**  
  
**Objectives**  
**Student will understand that** the Revolution had different effects on the economy  
**Student will know**  
about the Sugar Act, Stamp Act, Tea Party, Association, Sons of liberty, George Washington, order of events.  
**Student will be able to**describe the effects of the Revolution on the economy.  
**Product:**Podcast  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) or Next Generation Science Standards (NGSS) Alignment**  
**Maine Learning Results**  
**Content Area:** Social Studies  
**Standard Label:** E. History  
**Standard:** E1 Historical Knowledge, themes, and patterns  
**Grade Level Span:** Grade 9-Diploma "The Revolutionary Era, 1754-1783"  
Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
**Performance Indicators**: a,b,c,d  
**Rationale:**Students will be uncovering the roots of democratic philosophy by understanding the impacts of the Revolution on the economy.  
  
  
**Assessments**  
**Pre-Assessment: (Lesson 1 only)**  
The pre give students a survey of 5-10 questions on important facts that we should know by the end of the lesson to see what they know and what we should focus on.  
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding strategy during instruction**  
I will be using Questioning for my checking for understanding to help students to help finalize the fact and opinion graphic organizer and make sure they are on the right track for the podcast. Students will use a checklist assess each other on their Podcast.  
  
  
**Section II – timely feedback for products (self, peer, teacher)**  
The teacher will be using a checklist to assess growth and understanding about the Revolutionary Era.  
  
  
**Summative (Assessment of Learning):**  
Students will create a podcast that will explain the differences or events that changed the economy during the revolutionary times. Students will be doing this task individually. They will use sources that are approved or either on the class website. The project is a baseline to make sure students are comfortable with technology and understand background knowledge of the Revolution. This assignment is to help transition into critical thinking.  
  
  
**Integration**  
**Technology (SAMR):**  
Since the students will be doing a podcast on the effects of the Revolution on the economy it will fall under Modification. The students will be using different audio sound effects as well as recording their voice which modifies it from a basic speech or discussion.  
  
  
**Content Areas:**English: Write a script to the podcast for the effects of the Revolutionary war on the economy.  
  
  
**Groupings**  
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
Students are going to use the Fact and Opinion organizer to distinguish what actually happened Vs what they think happened during the Revolution and will use Round Robin to review information that will help them explain the effects of the Revolution on the economy.  
  
**Section II – Groups and Roles for Product**  
  
The podcast can be a partner podcast, or can be individual where they argue a the changes in economy from different perspectives of a Patriot or a Loyalist.  
  
  
**Differentiated Instruction**  
  
**MI Strategies**  
  
**Verbal:** While recording the podcast students be using verbal to express all of the knowledge.  
**Visual:** The graphic organizer facts and opinion will give students a visual of their thoughts on paper.  
**Musical:** We will be able to put some of the music from the Revolutionary Era to put in the background of the podcast.  
**Kinesthetic:** The round robin questionings I am going to put a twist on where we are up and moving around while reviewing content over the Revolutionary Era  
**Intrapersonal:** Students will be creating a podcast alone about the Revolutionary Era.  
**Interpersonal:** Students will use a checklist assess each other on their Podcast on the effects of the Revolution on the economy for a peer evaluation.  
  
  
  
**Modifications/Accommodations**  
***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)****I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*  
**Plan for accommodating absent students:**For students that are absent are expected to follow the standard procedure. If a student is absent during this lesson students must look in their folder for handouts or check the website to do what they can and see what they missed. If there are extenuating circumstances students can come meet with me and discuss a new plan for what they missed during the lesson. (Refer to syllabus)  
**Extensions (REFER TO SYLLABUS)**  
**Technology (SAMR):Gifted Students:**To get it to redefinition I would have them upload it to pod beam and try to get some followers.   
  
  
**Materials, Resources and Technology**  
*List all the items you need for the lesson. (Bullet list)*  
Microphones, iPads, Headphones, Pre assessment, Graphic organizer, Printed readings.  
  
**Source for Lesson Plan and Research**  
*List all URL and describe.*  
Hyperlink my words, graphic organizers URL and Describe  
<http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf> Checking for understanding  
<http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf> Fact and Opinion Graphic Organizer  
<http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=3> Has a list of textbooks, events, people and so many other resources to find other aspects of the Revolution.  
<http://www.history.com/search?q=revolutionary%20war> This offers insight into videos and other ways for students to expand knowledge.  
<http://www.history.com/topics/american-revolution/boston-tea-party>  
<http://www.history.com/shows/sons-of-liberty>  
**PART II:**  
  
**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)***Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (1-2 pages)*  
  
**Describe your classroom arrangement:** I will arrange my classroom in a way so there are 4 students per table and sit in a circular formation but will be able to see the board and so I can make my way around the class easily getting to where people are and being able to see what they are doing either from my desk or the front of the room  
**Agenda (include days and times)**  
Day 1  
Pre assessment 15-20 minutes.  
Overview (Syllabus, Background information and opening activity about money) 30 minutes.  
Discuss research methods and expectations for product. 20 minutes.  
Questions, review and wrap up. 10 mins  
**Assignment:**Research an appropriate topic of your choice and find 3-5 articles that are useful and accurate and practice citing them.   
  
Day 2  
Presentation to give back ground information and show relations between fact and fiction 50 mins.  
Practice citing and finding useful articles about the revolution. 30 mins.  
**Assignment:** Read your articles that you have found and bring questions and comments to class for the discussion.  
  
Day 3 Reflect on readings and discuss in a round robin 30-40 mins.  
On the board discuss common myths about Revolution and then relate to the readings 20 mins.  
Start working on projects and researching (ask questions as they go along) 20 mins  
**Assignment:** Work on your Podcast  
  
Day 4 Continue research and putting podcast together  
**Assignment:** Finish Project  
  
Day 5 Presentations and Reflections.  
  
**Teaching and Learning Sequence** (Include all hyperlinks of the above URL's in this section.)  
  
Students will understand that the Revolution had different effects on the economy. It is important to learn about the American Revolution and how it relates to our economy because it shaped the American government and made America what it is today. *Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* The pre assessment will give students a survey of 5-10 questions on important facts that they should know by the end of the lesson to see what they know and what we should focus on. After the survey I will start asking people to give some answers to the whole group and through questioning we will get right into the overview of the topic. I am going to hook my students in by relating money from today into their everyday lives and get them thinking about what would happen if I started doing different things or incorporating different things into their lives that they can relate to before discussing how it affected other people.

**Where, Why , What, Hook Tailors:** Verbal, Visual, Intrapersonal, Interpersonal  
Students will know about the Sugar Act, Stamp Act, Tea Party, Association, Sons of liberty, George Washington, Order of important events.**(See content notes)** I will use the graphic organizer of facts and opinion to test the knowledge that the students are getting out of the content. I will put a mix on it to make it sort of like a game to see if they can tell the differences or not between a myth, fact or opinion. I think this graphic organizer will help make things more clear for the class and promote critical thinking. This can be done in groups or individually out loud or on paper. Checking for understanding will be done through a series of questions. Sometimes students can ask each other questions and that will help them get more out of it, but sometimes I will ask questions to make them think a little deeper and see all of the content.

**Equip, Explore, Rethink, Tailors:** Verbal, Interpersonal, Visual, Intrapersonal  
Students will be able to describe the effects of the Revolution on the economy. Throughout we will go through different methods of how a Podcast works and what should be included and how to make an affective one. Throughout the assignments the students will go home and start making a mini podcast of their own to see how everything works. The final product will assess the student’s ability to record a speech or Podcast and explain differences or aspects that changed the economy and why that is important.The learning that will be encouraged will be to not only absorb information, but convey it back to peers and the teacher. Students will be able to decide on the first project if they would like to work alone or in a group. If they work in a group, the project has to be a conversation taking opposing views and get just as much information across and the evaluation will be altered a little bit. I will have an extra sheet to fill out information and peer evaluate the process not the product.   
Students will use a checklist assess each other on their Podcast to make sure they are on the right track. I will use a checklist to provide feedback for my students to make sure they hit the points needed to on their podcast.

**Experience, Revise, Refine, Tailors:** Verbal, Visual, Intrapersonal, Interpersonal, Musical  
For feedback I will be using Teacher,Self. I will use a rubric to score the product based on a performance based criteria and then maybe incorporate class time and effort into the rubric. This assignment is a building block for the rest of the assignments because it has a crucial amount of technology within it as well as the overview of information that will all carry over to the final product.   
**Evaluate, Tailors:** Verbal, Interpersonal, Intrapersonal  
  
  
  
**Teacher Content Notes**  
Students will know…..   
Students will know about the Sugar Act, Stamp Act, Tea Party, Association, Sons of liberty, George Washington, Order of Events.  
  
Stamp Act, Sugar Act [and Tea Act](http://www.digitalhistory.uh.edu/era.cfm?eraID=3&smtID=3)

-Students will use this site to gain insight into the different events leading up to the Revolution. This will allow them to gain insight on what exactly the act was and when it happened. They will have enough background information that they can put it into perspective and use it later on in their project to discuss why the economy may have been affected the way it was and how people may have reacted to the different scenarios that happened. The web sight has each Act hyperlinked so they can read the actual document.

Boston [Tea Party](http://www.history.com/topics/american-revolution/boston-tea-party)

-Students will use this site to watch videos and read different stories of the Boston Tea Party. They will compare the readings from handouts in class to the different information they gain from the information they get from the readings and videos on this website. The information gained here will help them distinguish fact from fiction.

[Sons of Liberty](http://www.history.com/shows/sons-of-liberty)  
This is a little extra reading and background information given for an assignment for extra readings and will help them practice drawing important facts from resources.  
  
**Handouts**  
*List the items that need to be printed out for the lesson.*  
Graphic Organizers,  
Rubrics,  
Checklists  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***  
  
  
***Learning Styles***  
  
***Clipboard:*** *There is a set schedule so clipboards will like the fact they know what they will be doing and when they are expected to have it done.*  
  
  
***Microscope:****The need to ask why and look for a reason will be good in classroom discussion and critical thinking.*  
  
  
***Puppy:****Classroom environment will be very comfortable and they will be able to work with peers if needed*  
  
  
***Beach Ball:****Beachballs will have more fun with the project aspect because it is pretty open ended as far as what they are limited to for the project and what they can include. They just need to hit the target areas.*  
  
  
***Rationale:***This lesson plan follows each of the learning styles for students to be able to learn effectively and for each student to have a voice in the conversations and contribute in their own ways without coming out of their comfort zones.  
  
  
***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***  
  
***Formative:***The pre give students a survey of 5-10 questions on important facts that we should know by the end of the lesson to see what they know and what we should focus on. **Checking for Understanding:** During "Facts and Opinions" I will ask specific questions for students to think about content more in depth.  
  
  
***Summative:***

•**Podcast:(1763)** Students will create a podcast that will explain the differences or events that changed the economy during the revolutionary times. Students will be doing this task individually. They will use sources that are approved or either on the class website. The project is a baseline to make sure students are comfortable with technology and understand background knowledge of the Revolution. This assignment is to help transition into critical thinking.  
  
  
***Rationale:*** *This Lesson includes different assignments from work that will be graded and some that is ungraded. The summative assessment will assess use of technology and content knowledge and the other assessments cover participation and stepping stones along the way.*  
  
  
  
***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***  
  
***Content Knowledge:***  
Students will know about the Sugar Act, Stamp Act, Tea Party, Association, Sons of liberty, George Washington, Order of Events. Students are going to use the Fact and opinion organizer to distinguish what actually happened Vs what they think happened during the Revolution and will use Round Robin to review information that will help them explain the effects of the Revolution on the economy. The final product will assess the students ability to record a speech or Podcast and explain differences or aspects that changed the economy and why that is important.  
  
  
***MLR or CCSS or NGSS***  
**Maine Learning Results**  
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Students understand major eras, major enduring themes and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.  
  
  
***Facet:****Explanation*  
  
***Rationale:****This lesson is to make sure students can gain information and give it back in a way to prove they understand what is going on, this will help down the road in the unit and in other classes.*  
  
  
  
***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***  
  
***MI Strategies:***  
**Verbal:** While recording the podcast students be using verbal to express all of the knowledge.  
**Visual:** The graphic organizer facts and opinion will give students a visual of their thoughts on paper.  
**Musical:** We will be able to put some of the music from the Revolutionary Era to put in the background of the podcast.  
**Kinesthetic:** The round robin questionings I am going to put a twist on where we are up and moving around while reviewing content over the Revolutionary Era  
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**Interpersonal:** Students will use a checklist assess each other on their Podcast on the effects of the Revolution on the economy for a peer evaluation.  
  
*Modification Podcast*  
  
***Rationale:****Each lesson tries to tend to a different learner and their needs all learners are different so the more you incorporate the better.*  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
***Rationale:****I chose all of these because it is good to try to assess or tap into many of these. I try to reflect on all of these through the classwork, project and lesson.*   
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
***Rationale:*** *A,B,C,D all of these are targeted by students in this lesson because of the technology use and structure in the classroom. Students are taught how to use it and in what way to use in efficiently but can be creative with the process.*